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ABSTRACT

In order to assess the effectiveness of the faculty development program for full-time instructors and the orientation program for part-time instructors at William Rainey Harper College, a questionnaire was mailed to all 67 lead teachers, coordinators, and academic administrators; 23 (34%) responded. Half of the respondents indicated that the development program for full-time faculty was ineffective and should either be completely revised or eliminated. Some reasons given for ineffectiveness included the presentation of old material, presentations which were too general, and the inability to implement useful suggestions. Most recommendations for program improvement centered on increased involvement of faculty members in the planning of the program and increased relevance of the presentations. There was divided opinion as to whether the full-time faculty development program should be organized at the institutional level or delegated to the divisions. Most respondents indicated that the orientation program for part-time faculty should be extended to an on-going faculty development program. Again, there was mixed opinion as to whether this should be organized at the institutional or divisional level. The survey instrument, an overview of the faculty development program for 1976-77, and recommendations for program improvement are appended. (DC)

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EVALUATION OF 1976-1977 FACULTY DEVELOPMENT PROGRAM

Vol. IX, No. 4
September 3, 1977

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JC 770 498

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO EVALUATE THE EFFECTIVENESS OF FULL-TIME FACULTY ORIENTATION AND DEVELOPMENT, PART-TIME FACULTY ORIENTATION AND THE NEW FACULTY DEVELOPMENT PROGRAMS. TO THIS END, 67 COORDINATORS, LEAD TEACHERS AND ACADEMIC ADMINISTRATORS WERE MAILED SURVEYS WHICH ASKED THEM TO EVALUATE THE FULL-TIME AND THE PART-TIME FACULTY DEVELOPMENT PROGRAMS. SOME 23 RETURNED SURVEYS FOR A 34 PERCENT RESPONSE RATE. IN ADDITION, ALL 18 NEW FACULTY WERE MAILED SURVEYS ASKING THEM TO EVALUATE THE NEW FACULTY DEVELOPMENT PROGRAM. THIS TIME ONLY FOUR OR 22 PERCENT RESPONDED.

RESULTS OF THE STUDY SHOWED HALF OF THE RESPONDENTS FELT THE REGULAR FACULTY DEVELOPMENT PROGRAM WAS INEFFECTIVE AND NEEDED A MAJOR REVISION OR NEEDED TO BE DROPPED. SOME REASONS GIVEN FOR THE INEFFECTIVENESS WERE OLD MATERIAL, PRESENTATIONS WHICH WERE TOO GENERAL AND INABILITY TO IMPLEMENT USEFUL SUGGESTIONS. THERE WERE A NUMBER OF SUGGESTIONS MOST OF WHICH CENTERED ON INCREASED INVOLVEMENT OF FACULTY IN THE PLANNING OF THE PROGRAM AND INCREASED RELEVANCE OF THE PRESENTATIONS. THERE WAS, HOWEVER, DIVIDED OPINION AS TO WHETHER FACULTY DEVELOPMENT PROGRAMS SHOULD BE ORGANIZED AT THE INSTITUTIONAL LEVEL OR DELEGATED TO THE DIVISION.

MOST OF THE RESPONDENTS FELT THAT PART-TIME FACULTY ORIENTATION SHOULD BE EXTENDED TO AN ON-GOING DEVELOPMENT PROGRAM. AGAIN, THERE WAS MIXED OPINION AS TO WHETHER PART-TIME FACULTY DEVELOPMENT SHOULD BE AN INSTITUTIONAL PROGRAM OR A PROGRAM ORGANIZED BY EACH ORGANIZATIONAL UNIT. THERE WERE TOO FEW RESPONDENTS TO MAKE ANY EVALUATIONS OF THE NEW FACULTY ORIENTATION PROGRAM.

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Purpose

The purpose of this study was to evaluate the effectiveness of full-time Faculty Orientation and Development, part-time Faculty Orientation and the New Faculty Development Programs. It was anticipated that this evaluation would serve as valuable input in the planning of future faculty development programs. The Dean of the Learning Resources Center requested this study.

Population Surveyed

All 67 lead teachers, coordinators and academic administrators were included in the faculty development evaluation survey. A total of 23 or 34 percent of this population responded. In addition, all 18 new faculty were included in the faculty development evaluation. In this survey only 4 or 22 percent responded. Thus the response rate among the faculty was rather poor and it is very difficult to determine whether the respondents evaluations are representative of the total group or whether they are biased in a positive or negative manner. For the discussion in this report, it will be assumed that the respondents are representative of the population surveyed. Generally, in an evaluation survey, non-responders usually tend to be more negative, thus the final result is slightly biased toward the positive side.

Method Used

The Evaluations for the Regular Faculty Development Program, (includes evaluations of part-time faculty development) and the New Faculty Development Program, are shown in the appendix. These instruments were developed by the Office of Planning and Research in conjunction with the Dean of the Learning Resources Center. The evaluation forms were sent out through the campus mail and two weeks later a second survey was sent to everyone, reminding them to respond if they had not already done so.

Discussion of Results

The major finding was that half of the respondents felt the regular full-time faculty program was ineffective and needed to be re-evaluated and modified in a major way or discontinued. Only 17 percent of the respondents felt the program was effective. When asked to list new ideas generated by this faculty development program, 15 of the target population answered. Nine of these 15 stated the program produced no benefits. Some of the reasons given were that

the faculty were way ahead of the speakers and had heard the material before or the presentations were too general to be useful or they felt frustrated that Harper would never fund or approve the useful suggestions which were given. Six did list benefits which described finding help in new teaching technologies, receiving new ideas on how to better market their courses, obtaining new ideas on additional student services or being involved in a really thought provoking environment.

All 23 respondents offered suggestions as to what they felt should be done to the faculty development program in the future. Suggestions offered by three or more respondents can be summarized as follows:

- (a) Offer development program as option and don't mandate it. Involve faculty in the planning of the development program and assess the needs of the faculty before planning such a program.
- (b) Eliminate paid experts and use local faculty to present topics or involve coordinators in panel discussions to get more dialogue going between them. Two years ago an evaluation of the faculty orientation program indicated local faculty received higher ratings than the outside speakers. Recently the evaluation of SPED indicated there was a need for faculty who had completed successful projects to share their success with the rest of the institution. Making a presentation at a faculty development session might be one outlet.
- (c) If outside experts are brought in, brief them thoroughly first on the mission of Harper College and the specific needs of the faculty.
- (d) A number of ideas suggested delegating the faculty development programs to the Divisions and make the presentations more specific to the exact needs of the faculty.
- (e) Offer incentives such as graduate credit or promotional credit for faculty who participate in the program.

A few other single ideas suggested discussing institutional concerns at one session while another indicated Friday night or Saturday meetings would be more convenient and still another suggestion would cut down the number of development sessions to one per semester.

In general, the respondents are saying they want more involvement in the planning of these programs and they want them more relevant to their specific

needs. There is mixed opinion as to whether the faculty development program should be organized institution wide or delegated to the division.

These same coordinators, lead teachers, and academic administrators were asked to evaluate the part-time faculty orientation program. There were eight suggestions that there be an on-going institution wide development program for part-timers covering such topics as educational philosophy, specific teaching techniques and a few suggestions for general college information. On the other hand there were seven suggestions indicating a preference for a division, coordinator or lead teacher organized program. Again we see the split in opinion concerning institutional wide programs vs programs organized at a more specific level.

Three respondents felt the orientation program should be eliminated all together. Two respondents felt there should be some type of recognition for part-time faculty and that this might take the form of a dinner or an on-going development program. One of these persons felt adjunct faculty or professionals who help with the off-campus clinics should be included in this recognition. Finally, two respondents felt part-timers should be paid for attending these developmental programs.

It should be remembered that the part-time faculty were not surveyed as to their views on their own orientation program.

The second survey asked the 18 new faculty about their development program. However, only four responded and two of these said they had been part-time faculty for a length of time making the program less relevant to them. Thus with only two valid responses, it is almost impossible to draw any conclusions about the value of the new faculty development program. The few responses there were indicated a mixed reaction.

Major Conclusions

Half of the respondents felt the regular faculty development program was ineffective and needed a major revision or needed to be dropped. Some reasons given for the ineffectiveness were old material, presentations which were too general and inability to implement useful suggestions.

There were a number of suggestions most of which centered on increased involvement of faculty in the planning of the program and increased relevance of the presentations. There was, however, divided opinion as to whether faculty development programs should be organized at the institutional level or delegated to the division.

Most of the respondents felt that part-time faculty orientation should be extended to an on-going development program. Again, there was mixed opinion as to whether part-time faculty development should be an institutional program or a program organized by each organizational unit. There were too few respondents to make any evaluation of the new faculty orientation program.

TABLE I
Overall Rating of Full-Time Faculty Development Program

<u>Evaluation</u>	<u>Number</u>	<u>Percent</u>
Very effective, stimulated a number of ideas and motivated a number of faculty in specific new directions	1	4.3
Effective	3	13.1
Satisfactory - worth preserving	7½	32.6
Ineffective - program needs to be re-evaluated, modified in a major way or discontinued	<u>11½</u>	<u>50.0</u>
Total	<u>23</u>	<u>100.0</u>

Ideas That were Generated as a Result
of Full-Time Faculty Development Program

15 Responded

Nine negative responses of no benefit

Three said faculty were way ahead of speakers - already knew material and ideas

One said it was too general - needs to be specific

One said it is no use stimulating new ideas when institution can't implement them - frustration

Six positive responses

- (1) Assisted in developing labs - helped in use of video cassettes, stimulated use of color TV
- (2) Heightened concept of community based education plan to move aggressively in area
- (3) Helped in production workbook for "Student Portfolio Development". Will work toward competency based instruction. Stimulated development of development of legal clinic. Developed information systems and follow-up for student selection program. Helped develop program for Senior Citizens. Gave big awareness of national concerns and plans. Failed in suggestion for specific course and development of CED seminars and advisory committees failed.
- (4) Dr. Phipps session was most thought provoking.
- (5) Increased awareness of computer based and managed instruction. Theobald's presentation was very thought provoking. Awareness of change.
- (6) Dr. Keim pointed out need for program promotion via non-print media, prompted instructor to list selected companies which employ his students and contact manager and encourage participation.

Suggestions to Improve Full-Time Faculty Development Program

23 Responded

Offer as optional on need basis rather than mandated. Survey faculty or involve them to make sure topics are needed. (Four suggestions)

Offer college credit or promotional credit as incentive for attending. (Three suggestions)

If we use outside experts, brief them on Harper first so they know what we do. Make sure their topic is relevant to faculty needs. Faculty felt they were way ahead of last year's speakers. (Three suggestions)

Delegate faculty development to divisions. (Three suggestions)

Concentrate on specific methods as related to specific fields. (One suggestion)

Use local people for presentors. (One suggestion)

Change "Faculty Development" to "Faculty Enrichment". (One suggestion)

Eliminate paid experts. (One suggestion)

Provide more interaction opportunities between coordinators. Maybe provide panel discussion. (One suggestion)

At one developmental session, discuss institutional concerns. (One suggestion)

Change developmental sessions to Friday night or Saturdays so don't have to cancel class. (One suggestion)

Spend more time on teaching aids and methodology. (One suggestion)

It is okay now. (One suggestion)

Go back to old I. D. Program. (One suggestion)

Have general meeting before meeting with lead teachers and coordinators. (One suggestion)

Have fewer sessions - one per semester. (One suggestion)

Suggestions and Evaluation of Part-Time Faculty Orientation

23 Responded

Elimination - Three of 23 felt it should be terminated.

Recognition - Two felt we should recognize part-timers through dinner or on-going development program.

On-going institutional wide P-T development program

Topics

1. Public relations, marketing, finance
2. Philosophy of open door, teaching methods, evaluation, AV
3. Organize a class, prepare lesson plans, exams, demonstrations
4. Instructional techniques, course objectives, test construction and evaluation
5. Organization of class materials, teaching techniques, use of LRC
6. Principles of education, teaching techniques, adult learner
7. Services available to students
8. Instructional techniques and objectives

On-going specific part-time development programs

1. Divisions should have required meeting during semester to straighten out problems.
2. One to one contact - instructional and personal development
3. Relate part-time orientation specifically to their teaching field
4. Part-time faculty in same field should get together to discuss course material and strategy.
5. Lead teachers and coordinators should be responsible for their own specific training.
6. Division should hold professional developmental sessions.
7. Someone should coordinate dialogue between full-time and part-time faculty by field.

Incentive optional pay to attend developmental session - (two suggestions)

Recognition should help adjunct faculty also - professionals who help in clinic

Summary Evaluations of New Faculty Development

Benefits

Two were long time part-timers so orientation was not too necessary for them
Acquainted them with benefits.

One was introduced to possibilities of LRC facilities and computer facilities.
Maximizing human potential was most helpful.

New Mentor Program

None. Two others were long time part-timers. One found it of value as
a source of answering questions.

Possible Improvements

Cover how to prepare thesis.

Have a counselor available for individual instructional or classroom problems.

None.

Avoid repetition.

A P P E N D I X



William Rainey Harper College

Memo to: A.A. Administrators
From: C. I. Voegel
Date: April 22, 1977
Subject: Faculty Development Program Evaluation

Attached is a survey form for you to respond to in regard to the faculty development program for this past year.

Please fill it out, add any additional comments, and return to Dr. Lucas' office.

Thank you.

/b
att.



William Rainey Harper College

Memo to: Lead Teachers and Coordinators

From: G. H. Voegel

Date: April 22, 1977

Subject: Faculty Development Program Evaluation

Attached is a survey form for you to respond to in regard to the faculty development program for this past year.

Please fill it out, add any additional comments, and return to Dr. Lucas' office.

Thank you.

/b
att.

EVALUATION OF FACULTY DEVELOPMENT PROGRAM

Lead Teachers, Coordinators and Academic Affairs Administrators

1. Overall how would you rate this year's Development Program considering all the sessions held (including orientation)? Check (✓) one.
- _____ A. Very effective, stimulated a number of ideas and motivated a number of faculty in specific new directions.
- _____ B. Effective
- _____ C. Satisfactory - worth preserving
- _____ D. Ineffective - program needs to be re-evaluated, modified in a major way or discontinued.
2. In your opinion is there a need for a Development Program for part-time faculty beyond the present orientation programs? If so, describe what is needed.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

3. In your opinion, what could be done to make next year's Faculty Development Program more effective?

4. Think back over the 1975-1976 Faculty Development Program, "Instructional Strategies", and this year's program "New Learners-New Clientele". Then list all the new ideas generated by yourself or other faculty as a result of the Faculty Development Program series, and the status of those ideas now (new programs, projects, curriculum changes, procedural changes, new equipment, etc.).

III. FACULTY DEVELOPMENT PLAN

The general program '76-'77 academic year will be focused on the New Learner: New Clientele. The plan is to develop an awareness of the overall problems and possibilities in dealing with the new learners. On a monthly basis a series of programs and activities will focus on what is going on elsewhere and what Harper can do in the future in area of implementing programs and redesigning courses and methodologies to meet the challenge of serving the New Learner: New Clientele.

A. OVERVIEW OF '76-'77 PROGRAM

In summary form, the overall '76-'77 Faculty Development Program will be as follows:

FALL SEMESTER

AUGUST 17	Faculty Orientation - featuring: Dr. Max Raines, Michigan State University - "New Learner - New Clientele" Dr. William Keim, Pioneer College - "New Techniques to Reach New Learners"
OCTOBER 7 & 8	Dr. Sidney Brossman, Chancellor's Office California Community College System "Effectiveness of Community Service Programs"
OCTOBER 19	Dr. Phipps University of Illinois (Coordinator's "Workshop")
NOVEMBER 10	Dr. Arthur Cohen, UCLA - ERIC Clearinghouse for Community Colleges "New Learners: New Faculty Roles: Come Out from Behind the Classroom Door"

SPRING SEMESTER

JANUARY 12	Faculty Orientation - featuring: Dr. Ervin Harlacher, President Kansas City Metro. C.C. Kansas City, Mo. "Community Based Instruction"
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A. Overview of '76-'77 Program (cont'd)

JANUARY 12	Dr. Robert Leo, Director of Special Services Dallas Community College Systems Main & Lamar, Dallas, Texas 75202 "The Colleges Roles for Service"
FEBRUARY 17	Dr. Carl Brahce, Assistant Professor Institute of Gerontology University of Michigan "New Learners - Senior Citizens"
APRIL - MAY	Evaluation of Faculty Development Program completed by May 1, 1977
JUNE	Plan developed and approved for '77-'78 Faculty Development Program.

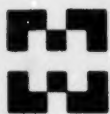
TYPICAL SCHEDULE FOR CONSULTANTS

9:00 a.m.	Lead Teachers*
10:00 a.m.	A.A. Administrators
11:00 a.m.	Coordinators
12:00 Lunch	Committees/Councils
1:00-2:00	Faculty Discussion Session

<u>General Session</u>	
2:15 p.m.	Coffee
2:30-3:30 p.m.	Presentation**
3:30-4:00	Dialog - Question/Answer Session

Notes: *The time slots for these groups would rotate for each Consultant's visit.

**These 2:00-4:00 sessions are for Harper staff able to attend and for surrounding community college staff.



William Rainey Harper College

Memo to: New Faculty

From: G. H. Voegel

Date: April 22, 1977

Subject: New Faculty Development Program Evaluation

Attached is a survey form developed by Dr. Lucas for you to respond to in regard to the new faculty development program.

Please fill it out, add any additional comments you think would be worth noting, and return to Dr. Lucas' office.

Thank you.

/b
att.

EVALUATION OF NEW FACULTY DEVELOPMENT PROGRAM

1. Looking back over the orientation program and the eleven topics presented in the new Faculty Development Program, describe the most helpful information you received and any ideas which came to you as a result of this program.

2. Describe the value of the New Faculty Mentor Program to you in the last year.

3. In your opinion, what could be done to make future new Faculty Development Programs more effective?

NEW LEARNER: NEW CLIENTELE
NEW FACULTY DEVELOPMENT PROGRAM

<u>TOPIC</u>	<u>PRESENTOR</u>	<u>LOCATION</u>	<u>DATE</u>	<u>TIME</u>
Grading & Academic Standards	D. Williams	D-212	Mon. 10/4	3:00 p.m.
Philosophy-Institutional Goals	J. Birkholz	D-211	Tues. 10/12	3:00 p.m.
SPED, Faculty Fellowship, Curriculum	R. Cormack	D-212	Mon. 10/18	3:00 p.m.
Community & Student Profile	J. Powell, C. Falk	D-210	Fri. 10/22	8:30 a.m.
Learning Support Service	R. Steffens	D-212	Mon. 10/25	3:00 p.m.
Instructional Materials Preparation	A. Dunikoski	D-193	Fri. 10/29	2:30 p.m.
Computer Assisted Instruction	G. Dorner	D-211	Tues. 11/9	3:00 p.m.
Learning Lab. & Tutorial	F. Christensen	D-193	Fri. 11/5	2:30 p.m.
Maximizing Student Human Development Potential	C. Hinton	D-212	Mon. 11/15	3:00 p.m.
Needs Assessment: Implications for Personal Development	F. Christensen/ D. Williams	D-210	Fri. 11/19	8:30 a.m.
Workshops/Seminars, Extension Centers	W. Howard/ C. Falk	D-212	Mon. 11/22	3:00 p.m.

New Ideas Generated As a Result of Full Time Faculty Development Program

Way ahead of most speakers, just that you folks at top are finally realizing their importance.

In truth no specific matters. Speakers did increase our awareness of what was happening on community college campuses across the US. But as the coordinator of a program where the community agencies are already involved, we are already practicing some of the desired changes.

I don't believe I can list new ideas generated as a result of a specific session. I believe the sessions could be more effective if they were geared toward specific subject matter rather than being broad in scope. I am getting tired of hearing the definition of a community college. I believe we all know what it is by now. Perhaps this concept could be stressed for new faculty coming in next year, but please give the returning faculty something different.

Nothing really new, a complete waste of time.

Assist development at labs - on going; video cassette - doing; color TV distribution - done.

None, but a growing distaste for faculty development programs. Most of the speakers were behind Harper in ideas and probably took more with them when they left than they brought to us.

I think that my sensitivity to the concept of community based educational program has been heightened. Plans are now about to move more aggressively into this area.

There was nothing new. Most of that offered as new had already been discussed on campus many times by my colleagues. There is little to be gained administratively, to heighten the level of expectancy of employers regarding progress and opportunity to be creative only to withhold resources for their realization. Too much creative energy is being converted into frustration. Forget the experts, give us skills to teach adults and permit us the freedom and reasonable access to resources to discover something really new.

Use of 24 different techniques for material presentation in LTE 212 (was not successful for all students CEQ says they would have preferred lecture) Development of CAEL project. "Workbook for student portfolio development." Work toward competency based education program. Development of Continuing Education Seminars and use of Community Advisory for identification of needs (unsuccessful/no institution commitment to be beyond offering courses for upgrade of skills). Development of Legal Clinic concept saw it promoted and implemented. Developed information systems and follow-up procedures for student selection program. Developed Senior Citizens program with Continuing Education. Benefit: big plus is an overall awareness of national concerns and plans.

The session on the advisory council (Dr. Phipps) was the most thought provoking for me.

None.

Increased awareness of computer based and computer managed instruction. Dr. Theobald presentation was thought provoking and provided awareness of change.

I have not seen any specific implementation of program or process generated by these programs. I do not claim to know what other faculty people are doing. I believe that there is more value to sharing expertise and innovation within each division among faculty members with a common frame of reference. From these colleagues within my division, I have received ideas, assistance with reference, films, etc.

Need for program promotion via non-print media (Dr. Keim). Prompted me to develop a list of selected companies that employ our target students, contact the managers and encourage participation.

I can think of nothing new. I am presently involved in that, came about as a result of these programs.

Suggestions for Improvement of Full-Time Faculty Development Program

Provide in-service programs that are either affiliated with university or graduate schools for skill development on the basis of faculty expression of needs. For example: a curriculum development workshop offered through Northern at Harper for some credit (even CEU's) would be more an incentive and benefit for the faculty members interested in (or requested) to develop curriculum than a large group presentation mandated. (More skill courses.)

Quit bringing in paid "experts" who for the most part did not or could not relate to Harper and its needs. In addition, any program imposed on faculty will fail. Just the name "Faculty Development" denotes a faculty program designed to impose. How about an "enrichment program".

Have program reflect more - much more faculty professional development needs. Not so much imposed institutional needs.

Let more of the development occur at the divisional level, with divisional faculty suggesting and developing the primary program for their areas

Revert to the scheme that allowed divisions to do their own thing - i.e. trying to plan interesting and meaningful experiences for the faculty in the aggregate may be too difficult.

Plan meetings re: information more applicable to faculty needs and interest. Use local resource people and select more dynamic speakers. Perhaps more faculty participation.

Eliminate it forever.

Have more interaction between and among coordinators. The October 19 workshop was a good example of how this could be achieved. Have a panel session of lead teachers or coordinators discussing problems. Have the speakers that come to campus "prepped" before they arrive. Some did not understand the community college concept. Some did not understand that we have a white, middle-class student population. Dr. Brahce was a waste of time in the coordinator session -- he wasn't aware of what our function is. To think that Harper spends hundreds of dollars to have him speak, depresses me.

Provide graduate level academic opportunities to faculty - on campus (afternoons) for the study and development of teaching methods and skills.

I found it most difficult to cancel my classes and substitutes are not available. Why not make these sessions on Friday night and all day Saturday and give credit toward promotion - 1½ hours of credit for a night and next day session.

Bring more information from vice presidents and deans level to all faculty regarding budget, state plans, federal plans and operations of business and student service area.

Have no specific suggestions.

Talk about teaching aids and methodology

Go back to old ID program.

Having the general session prior to the sessions for coordinators and lead teachers might generate more thought and questions.

Programs by discipline, smaller group activities and division based planning.

If topics could be more relevant and "experts" truly expert, the program might be more effective.

Drop it!

Have less frequent meetings. Many full-time faculty are attending conferences and meetings, taking grad courses, etc., already as part of their professional development. I'd think that one college-wide meeting/semester would suffice.

More concentration on teaching techniques related to specific fields rather than broad conceptional approaches which most of us have heard many times before.

Comments Concerning Evaluation of Part-Time Faculty Orientation Program

Present system not effective. Need 3-4 sessions during year on Harper operations: public relations, marketing, state and local educational funds. Sessions must be short and to the point.

There should be some type of appreciation dinner during May every year to show the part-time faculty the school appreciation of what they are doing for us (the week after finals). Also, beyond the present orientation schedule each division and department should have a required meeting about the fifth or sixth week of the semester to help straighten out potential problems.

An on-going development program for part-time faculty might stimulate them to feel the college cares enough for their efforts to provide such a program. Speakers from other colleges and universities provide different view points. Could anything be provided for the so called adjunct faculty? In our program there are many professionals in cooperation agencies who assist in clinical practice who receive only a thank you from the coordinator. Even one program annually might be considered.

The present orientation program is effective for first-time part-time faculty. After that it seems to get boring for them because of the repetitious nature of the sessions. An alternative is to formulate an orientation program regarding various teaching methods and systems. I suggest that this be handled by someone other than lead teachers and coordinators, who have little time to effectively organize such a program.

No need for orientation for full and part-timers.

A more meaningful effort toward developing part-timers is needed. Provide options for part-timers to come in for paid training. Topics could be the philosophy of the open door college, methods of teaching, methods of evaluation and audio-visual techniques and the like.

Particularly for some career faculty it would be beneficial to have some assistance in the basic methodologies for organizing a class, preparing lesson plans, examinations and demonstrations, etc.

Ask part-time faculty if there is a need for a development program. They would be most affected.

Don't use same same type of program we have used for faculty. We need to deal with instructional techniques, i.e., course objectives, test construction, evaluations.

More one-to-one contact and developmental work for improving the individuals instructional and personal improvement.

Skills - basic organization of classroom materials and teaching techniques for self improvement of part-time instruction. How to utilize our resources more fully/LRC presentation, etc.

Part-time faculty teaching the same course should get together to talk about course material and classroom strategy.

I think that part-time teachers might prefer activities especially related to their teaching field.

No need for development program for part-timers.

Principles of education, teaching techniques and the adult learner especially for career program faculty.

I believe that lead teachers and coordinators should be responsible for in-service programming for the part-time faculty in their field. Most of the school wide programming is too general to be useful to part-timers. In fact most of it is not terribly useful for full-time faculty.

Very poor - I was bored silly.

I think that part-timers need a better orientation to the nuts and bolts workings of Harper and that it should be college-wide not differing from division to division. Many part-timers work for years at Harper without knowing what health services, counseling, vets, etc., are available for students. Apart from the operational orientation (not now available, the PT orientation session is just a "welcome"). I don't think it is feasible to develop a professional development program for part-timers. The college has no commitment to them and can't really expect more than good teaching performance. I'd suggest that any professional development activities be developed by divisions or departments when appropriate.

A part-time development program of a broader scope is desirable. More effective integration with full-time instruction techniques and objectives would improve our part-time efficiency. It too would be necessary to assign someone on an ongoing basis to achieve such dialogue necessary to constantly appraise part-time faculty of current status of courses. It would also seem advisable that part-time instructors would be compensated for additional time spent in better coordination with full-time faculty.

Comments Concerning Evaluation of New Faculty Development Program

I have been a part-time instructor at Harper for five years, therefore much of the information presented at the meetings I attended was not new to me. The most helpful information I received concerned the insurance benefits, life, health and the retirement plan.

Roy Steffens has helped me see the vast possibilities of LRC. I also have used computer facilities. This is important to newcomers so they see what's available.

Maximizing Student Human Development Potential presented the most helpful information. It helped me better understand the transition students of various backgrounds were making and gave, as well as, initiated new ideas to assist these students in meeting their potential.

Of no help.

If I had been new to Harper I would have probably been lost without it. I taught part-time here for six years and my department colleagues have always been helpful in any way. They continued to be that way during my first year as full-time. My case is probably an exception and I think the program is a good idea.

Again, because I knew the faculty in the Social Science Division as a result of having been a part-time instructor for so long, this program was not as meaningful to me as it was, I'm sure, for others.

The program was excellent. It was of great value to have one person you knew to go to for answers to many questions.

Cover "How to prepare tests". Have a counselor for faculty to help with individual instructional or classroom problems.

No comment. If a person teaches here he cannot help but be made aware of the possibilities and opportunities available to him. I am pleased with the way the first year turned out.

Avoid repetition. Many of the topics were discussed during orientation week, e. g. student profile.

Of little value.

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